



Rhode Island's ESSA State Plan Committee of Practitioners

September 21, 2016

4 pm – 6 pm

United Way

Welcome

Today's Objectives:

- Provide input on the necessary features of the accountability system to promote collective responsibility in our education system
- Understand the current state and potential options for the future of school transformation in Rhode Island

Today's Agenda:

1. Welcome
2. Features of the tools within a comprehensive accountability system
3. School transformation strategies within the Rhode Island context
4. Closing and next steps

Process and Next Steps

Committee of Practitioners	Critical Stakeholder Groups	General Public
<ul style="list-style-type: none">• September: Input on Accountability System• October: Input on School Improvement• November: Input on Educator Effectiveness• December: Input on Student Support• January: Input on State Goals• February - March: Feedback on recommendations	<ul style="list-style-type: none">• September: Reach out to schedule• October – January: Meetings for input• February – April: Opportunities for feedback	<ul style="list-style-type: none">• October: Public Forums• January: Public Survey• April: Public Comment Period

RI's School Accountability System: Promoting Collective Responsibility

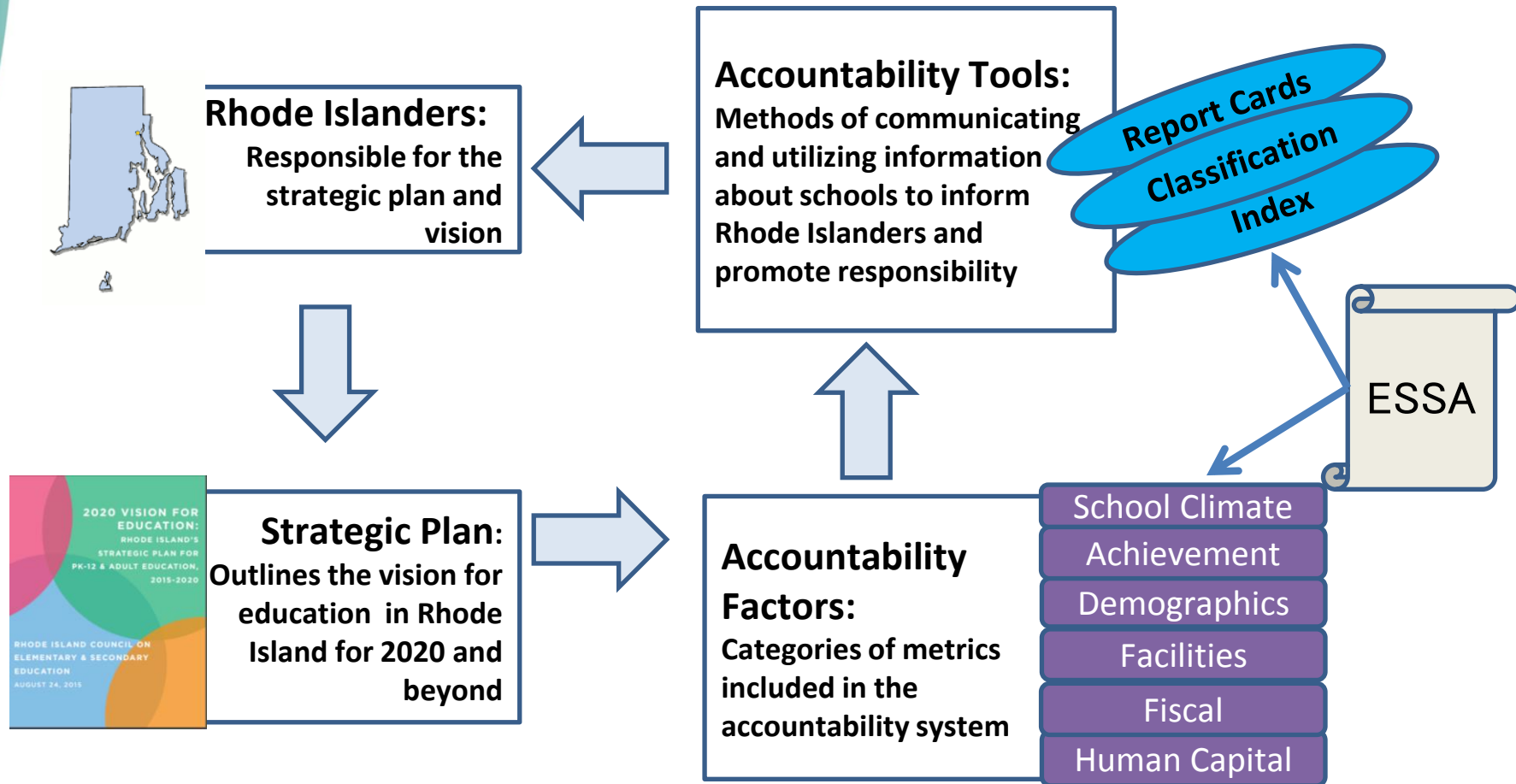
Mary Ann Snider

Deputy Commissioner, Teaching and Learning

Phyllis Lynch

Director of Instruction, Assessment, & Curriculum

Building a *Responsibility* System



Input Task:

Features of an Accountability System

Task Intended Outcome:

- Utilize constituent feedback and personal experience to recommend features for the accountability system, and specifically for each of the tools

Task Directions:

1. Take a moment to reflect on what your constituents told you was important to them in an accountability system.
2. Go to the table with the color corresponding to your card.
3. Keeping your constituents in mind, separate the features on the cards into “like”, “dislike”, or “mixed” categories – you must agree as a group.
4. Out of the “like” category, choose the five features that you believe will be most effective at promoting collective responsibility for implementing the vision in the strategic plan.
5. Tape your top five features to your chart paper.
6. Prepare a 2 minute presentation defending your choices as a group.

Input Task (part 2):

Features of an Accountability System

Task Intended Outcome:

- Discuss preferred features with RIDE and fellow committee members

Task Directions:

1. Each group will have 2 minutes to present and up to 2 minutes for clarifying questions.
2. After all presentations, discuss:
 - What similarities, contradictions, and patterns did you see between the lists?
 - What consequences would you expect to see as a result of these features being included in the accountability system?
 - How could these features be implemented so that they are a value to our community?
3. On the template provided, please write the most valuable feature of an accountability system from your perspective. Hand into a RIDE staff member.

School Improvement in Rhode Island

*Stephen Osborn,
Chief for Innovation*

Rhode Island School Improvement:

1. Current School Improvement Efforts



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History of Previous School Improvement Efforts

Year	Key Transformation Effort
2001	No Child Left Behind reauthorizes the Elementary and Secondary Education Act (ESEA), federally requiring annual testing and accountability
2003	RIDE uses new accountability system to classify schools based on school performance for the first time.
2009 - 2012	RIDE implements school improvement efforts for RI's lowest performing schools, based on federally mandated school improvement models. (13 schools total)
2012	RIDE's ESEA-waiver gets approved, allowing for low performing schools to choose from a "flex-menu" of interventions. ESEA-waiver also classifies low performing schools as either "Focus" or "Priority" schools.
2012 - 2016	RIDE identifies an additional 20 schools for intervention. The majority of these schools choose interventions from the ESEA "Flex-Menu." By the end of SY2016, 31 schools still remain in the transformation process (only 1 exited, and 1 closed).
2017	Every Student Succeeds Act (ESSA – which reauthorized ESEA) includes changes and increased flexibility for how RIDE identifies and supports school transformation efforts, starting July 1, 2017.

Of the current transformation schools that received a classification in 2003 (27 of 31), 85% of these schools (23 of 27) received the lowest classification of "School in Need of Improvement/ Insufficient Progress"

Identifying Focus / Priority Schools

Per RIDE's ESEA-waiver, persistently low-performing schools that RIDE supports with school improvement efforts are classified as either a "Focus" or "Priority" school.

School Type	Focus	Priority
# of Schools in 2015-16	10	21
Description	Substandard achievement in ELA and math, unacceptable achievement gaps, and little or no progress in improving student outcomes.	Lowest achievement in ELA and math, intolerable achievement gaps, and demonstrates little or no progress in improving student outcomes.
Defining Criteria	<ul style="list-style-type: none"> • Subgroup gaps points <12 • Percent proficient points <10 • School wide participation rate <95% for two consecutive years 	<ul style="list-style-type: none"> • Among the schools with the lowest total index score (i.e. < 37.8) • School wide participation rate <95% for three or more consecutive years
Exit Criteria	Index score of 50 or greater for two consecutive years	Index score of 50 or greater for three consecutive years

7 out of 31 schools are eligible to meet their respective exit criteria this year. An additional 1 out of remaining 24 schools may be rising to exit transformation in 2017. The remaining schools did not meet any exit criteria for 2014 or 2015.

Current School Improvement Process

1. Priority/Focus Schools Identified

State Driven Process

2. In-Depth School-Level Diagnostic

3. School Improvement Strategies Selected (From ESEA-Flex menu)

4. RIDE Quarterly Monitoring Visits

5. Schools Exit Improvement Process

ESEA-Flex Menu

Table 7: Flex Model Intervention Strategy Option			
Leadership	Support	Infrastructure	Content
Intervention II Strategies: Priority schools select one from each area. Focus schools select two strategies from areas of their choice.			
L-II.1: Removal of building principal and replacement with a leader with experience and/or training in turnaround environments	S-II.1: Require at least 30 hours of focused professional development with a focus on instructional strategies to support students with disabilities and English learners	I-II.1: Implement staff recruitment process to substantially different working conditions, including definition of school hours, job assignment, and job duties	C-II.1: Implement comprehensive improvement of instructional approaches for struggling students including focused professional development and a system for student progress monitoring
L-II.2: Restructure building leadership team to dramatically increase time available for instructional leadership	S-II.2: Hire building-level instructional specialists to support educators to serve English learners, students with disabilities, and other students at risk for failure	I-II.2: Dramatically increase common planning time and implement a system for its effective utilization, both horizontally and vertically	C-II.2: Review student course-taking patterns and make substantial changes to school schedule and student placement to ensure access to rigorous academic core
L-II.3: Provide building administrators the authority and autonomy to hire, manage teacher placement, budget, and school schedule	S-II.3: Implement a system of peer support and assistance to support the needs of educators	I-II.3: Review and change student enrollment and placement processes to increase family engagement & improve student outcomes	C-II.3: Implement a culturally competent support system to improve safety, reduce suspensions, increase attendance, and support all students
Intervention I Strategies: Priority and Focus Schools select two strategies from areas of their choice.			
L-I.1: Evaluate the principal and connect him or her with a mentor or appropriate resources to ensure ability to lead the school reform work	S-I.1: Implement a comprehensive drop-out prevention and reentry program	I-I.1: Complete an external audit of the use of school funds to guide staffing decisions and implement findings	C-I.1: Increase advanced coursework opportunities for students
L-I.2: Evaluate, assess, and diagnose the performance of the existing school leadership team and take appropriate action	S-I.2: Implement a comprehensive ramp-up program for students at-risk of failure or subpopulations with the largest achievement gaps	I-I.2: Reallocate resources to increase support for direct instruction of students at risk for failure	C-I.2: Assign additional instructional coaches or other core content focused, job-embedded support for teachers
L-I.3: Contract with a vendor or partner with a track record of success to support the leadership team in school turnaround	S-I.3: Implement culturally competent family and community engagement program focused on instruction and academic performance	I-I.3: Develop and implement support systems for student transition into kindergarten and/or across break grades	C-I.3: Offer virtual education options for both at-risk and advanced students
L-I.4: Identify one leader to routinely monitor the implementation and effectiveness of the core curriculum/instruction and services to traditionally underserved students	S-I.4: Hire full time parent/community engagement specialist to implement family and community engagement that is systemic, sustained, and integrated with school improvement	I-I.4: Establish a comprehensive system to support struggling teachers with content and pedagogy, especially teachers of students with disabilities and English learners	C-I.4: Implement an instructional monitoring system to ensure that the curriculum is being fully implemented and traditionally underserved students have access to academic core
L-I.5: Assign family/community outreach to member of leadership team and hold him/her accountable	S-I.5: Establish flexible or expanded learning opportunities with a focus on students at risk for failure	I-I.5: Implement a culturally competent tiered system of support focused on student psycho-social health	C-I.5: Develop student access to career, technical, or credentialing programs

32 research-based strategies focusing on Leadership, Support, Infrastructure, and Content

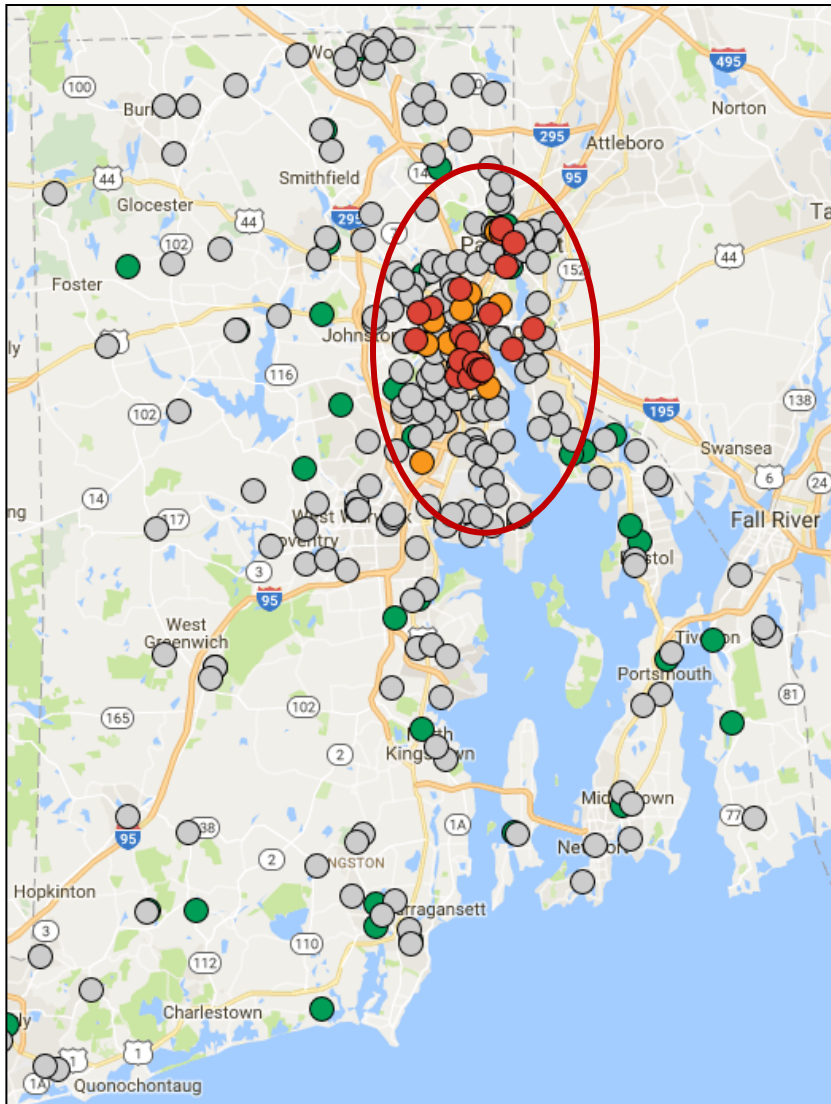
Students in Focus / Priority Schools: By Grades

More than 1 in 7 of Rhode Island's students (~19k) attend a "Focus" or "Priority" school.

	Grades	Elem. (Pk-5)	Mid. (6-8)	High (9-12)	Total
RI Statewide	Focus	3,424	1,253	854	5,531
	Priority	3,958	3,382	6,352	13,692
	Focus & Priority	7,382	4,635	7,206	19,223
	All RI Students	66,334	32,809	42,871	142,014
	% of all RI in Focus & Priority	11.1%	14.1%	16.8%	13.8%

Based of October 1, 2015 Student Counts

Communities with Focus / Priority Schools



Communities:

- Central Falls (3 schools)
- Cranston (1 charter school)
- East Providence (2 schools)
- Pawtucket (2 schools)
- Providence (22 schools)
- RI School for the Deaf

Color key based on 2015-16 Classification:

- Green: Commended
- Gray: No Classification
- Orange: Focus
- Red: Priority

Focus / Priority Schools : 2016 PARCC Results

The **majority of focus and priority schools had no significant differences** in the percentage of students meeting or exceeding expectations in both ELA and Math when comparing 2015 to 2016 results.

Significant Gains	Math	ELA	Both Math & ELA
Percentage with Significant Gains	29% (n=9)	16% (n=5)	10% (n=3)
Percentage with No Significant Differences	71% (n=22)	77% (n=24)	65% (n=20)
Percentage with Significant Decreases	0% (n=0)	6% (n=2)	0% (n=0)

When looking at 2016 PARCC results for only high-poverty elementary/middle schools (FRL \geq 70%), **focus/priority schools perform noticeably lower compared to other non-focus/priority high-poverty schools.**

Key Findings

- Current School Improvement efforts have not yielded meaningful improvements to overcome historical track record of low academic performance.
- Current school improvement funding has not yielded distinguishable results (~\$38m since 2009).
- Of the schools that have successfully improved, success was not linked to the adoption of a single “silver-bullet” strategy. Rather, the school’s success was derived from:
 - 1) Improvement efforts driven by a high-quality school leader;
 - 2) Holistic incorporation of the improvement efforts into a school’s plan rather than as a “one-off” initiative; and,
 - 3) District support for school leader and staff to implement the transformation effort.

Rhode Island School Improvement:

2. School Improvement Under ESSA



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Key Questions

1. What are the key technical changes to school improvement under ESSA?
2. How do the analysis of previous school improvement efforts, RIDE's strategic plan, and ESSA requirements all inform changes to our school improvement theory of action going forward?

Key ESSA Technical Changes

- Low-performing schools now identified for “Targeted” and “Comprehensive” Support and Improvement (replaces Priority/Focus status).
- New SEA accountability systems must define classification and exit criteria for “Targeted” / “Comprehensive” schools.
- Greater overall state flexibility and district-level autonomy for design and implementation of school improvement plans.
- SEAs may allocate all School Improvement grant funds (&% of Title I) on a formula or competitive basis (based on SEA-determined criteria).
- SEAs may take more direct action in LEAs with a high concentration of “comprehensive” schools that fail to meet the exit criteria.

Requirements for School Improvement Plans

Requirement:	Targeted Support and Improvement	Comprehensive Support and Improvement
Developed in Partnership with Stakeholders	✓	✓
Includes Evidence-based interventions	✓	✓
Informed By Accountability System	✓	✓
Based on Needs-Assessment	-	✓
Identifies Resource Inequities	-	✓
Approved by...	LEA	LEA and SEA
Monitored by...	LEA	SEA
If No Improvement, Results In Additional Action by...	LEA	Potentially LEA or SEA

School Improvement Theory of Action

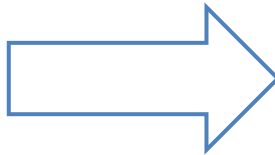
Key Themes to Consider:

- **Lessons Learned:** From Current School Improvement Efforts
- **RIDE's Strategic Plan:** "Every Student. Every Voice."
- **RIDE's ESSA Plan:** "Collective Responsibility - Building a Responsibility System"

Potential Shift In School Improvement Theory of Action:

Under NCLB/ESEA:

***"Improving Performance
for RI's Lowest
Performing Schools"***



Under ESSA:

***"Continuously improving
Outcomes for Every RI
Student Matters"***

School Improvement Theory of Action

Legislation	Under NCLB/ESEA	Under ESSA
Requirement:	<i>“Improving Performance for RI’s Lowest Performing Schools”</i>	<i>“Continuously improving Outcomes for Every RI Student Matters”</i>
Unit of Change	Schools	Students
Focus On...	Lowest Performing Schools	Every Student
Key Participants:	Primarily RIDE and Schools	Collective responsibility among all stakeholders (RIDE, LEAs, Schools, and the Community)

Key Questions to Consider for the Next Committee of Practitioners Meeting:

- 1) How do we cultivate shared collective responsibility among all stakeholders for improving outcomes for every RI student?
- 2) Given shared responsibility, what should the RIDE, school, district, and community roles look like for school improvement going forward?
- 3) How do those roles/responsibilities change when differentiating between all students, students in targeted schools, students in comprehensive schools, and students in schools chronically identified as comprehensive schools?

Calibration Task:

Learning from Experts

Task Intended Outcomes:

- Learn about best practices in supporting school improvement in RI

Panel:

Julia Carlson

Principal, Central High School, Providence

Patti DiCenso

Superintendent, Pawtucket School District

Nancy Maguire Heath

Director, Rhode Island School for the Deaf

Nicole Monte

Math Interventionist, Agnes Hennessey Elementary, East Providence

Closing and Next Steps

Thank you!

- **What's next?**

Follow up email will contain:

- Link to survey
- Invitation to join planning committee for community forums
- Call for additional questions and input on these topics
- Answers to Question Lot questions

- **Next meeting: October 19, 2016**

4-6 pm at United Way of Rhode Island

Input Topic: Supporting schools identified for improvement

- **Questions or concerns?**

Please contact Felicia Brown at felicia.brown@ride.ri.gov